

Telling Stories/Narrative Skills Development using Story Grammar Marker®

Narrative skills are the ability to use language to tell a story.

As children's **narrative** skills **develop** they will begin to follow the rules of story-telling such as the correct sequencing of events, including all relevant characters and establishing a plot.

How to help your child develop narrative skills.

To help your child it's helpful to visual that represents the different parts of a story in the correct sequence.

The **Story Grammar Marker®** (www.mindwingsconcepts.com) is an excellent tool for helping children tell their own stories. Story Grammar Marker® is designed with fun icons to represent each part of a story (e.g., character, setting, initiating event). The icons and their sequence help to guide your child to formulate an organized and clear narrative (story).

Using a narrative sequencing tool like the Story Grammar Marker® supports children's narrative development in multiple ways:



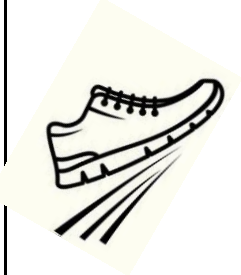

- Expressive fictional stories they create
- Retelling a story they heard
- Personal narratives - child tells story about themselves
- Comprehension- child tells what they understood about story
- Modeling appropriate grammar and sentence structure
- Social communication
- Written narratives

After introducing and using a structure like **Story Grammar Marker®**, children begin to formulate more organized and complete narratives.

Try creating a 3-D version with pictures or beads on a string or yarn and have your child touch/hold the story icons as they tell their story.



Use this **Story Grammar Marker**® table to support retelling and creating stories with your child. You can write in the column on the right or just say the story out loud and point to the icons as you go.

| | |
|--|--|
|  <p>Main Character Who is the story about?</p> | |
|  <p>Setting Where and when does the story take place?</p> | |
|  <p>Kick-off What happened to the character to cause him/her to do something?</p> | |
|  <p>Feelings How did the character feel about what happened?</p> | |



Plan

What does the character want to do?



Attempt/Action

What does the character do to achieve the plan?
What is the action?



Attempt/Action

What does the character do to achieve the plan?
What is the action?



Attempt/Action

What does the character do to achieve the plan?
What is the action?



Attempt/Action

What does the character do to achieve the plan?
What is the action?



Direct Consequence

What happened as a result of the attempts/actions?



Resolution

How does the character FEEL about the direct consequence?

Think about: feeling, lessons learned, moral of story

EXAMPLE of a story about asking others to play:

| Story Grammar Marker Story Retell | |
|---|---|
|  | Characters: Kyle, Emma, and Ashley |
|  | Setting: The school playground. |
|  | Initiating Event: Kyle sees Emma and Ashley playing together. |
|  | Internal Response: Kyle feels left out. |
|  | Plan: Kyle decides that he wants to play with Emma and Ashley. |
|  | Attempt: Kyle stands on the sidelines, waiting for them to ask him to join. ⇒ This does not work. |
|  | Attempt: Kyle chases after them. ⇒ This does not work. |
|  | Attempt: Kyle teases them to get their attention. ⇒ This does not work. |
|  | Attempt: Kyle walks up to them and asks, "Can I play with you?" ⇒ SUCCESS! |
|  | Direct Consequence: Emma and Ashley invite Kyle to join their play. |
|  | Resolution: Kyle is happy. |

References:

www.mindwingsconcepts.com

<https://talkbayarea.com/speech-and-language>

wordwonderspeech.blogspot.ca

<https://talkingtogetherdotca.files.wordpress.com/2016/05/stages-of-narrative-development1.pdf>